rich in tradition & expectation
rich in challenges and opportunities

groundbreaking ceremony | Parker-Bennett-Curry Elementary
May 26, 2004

LEP Growth
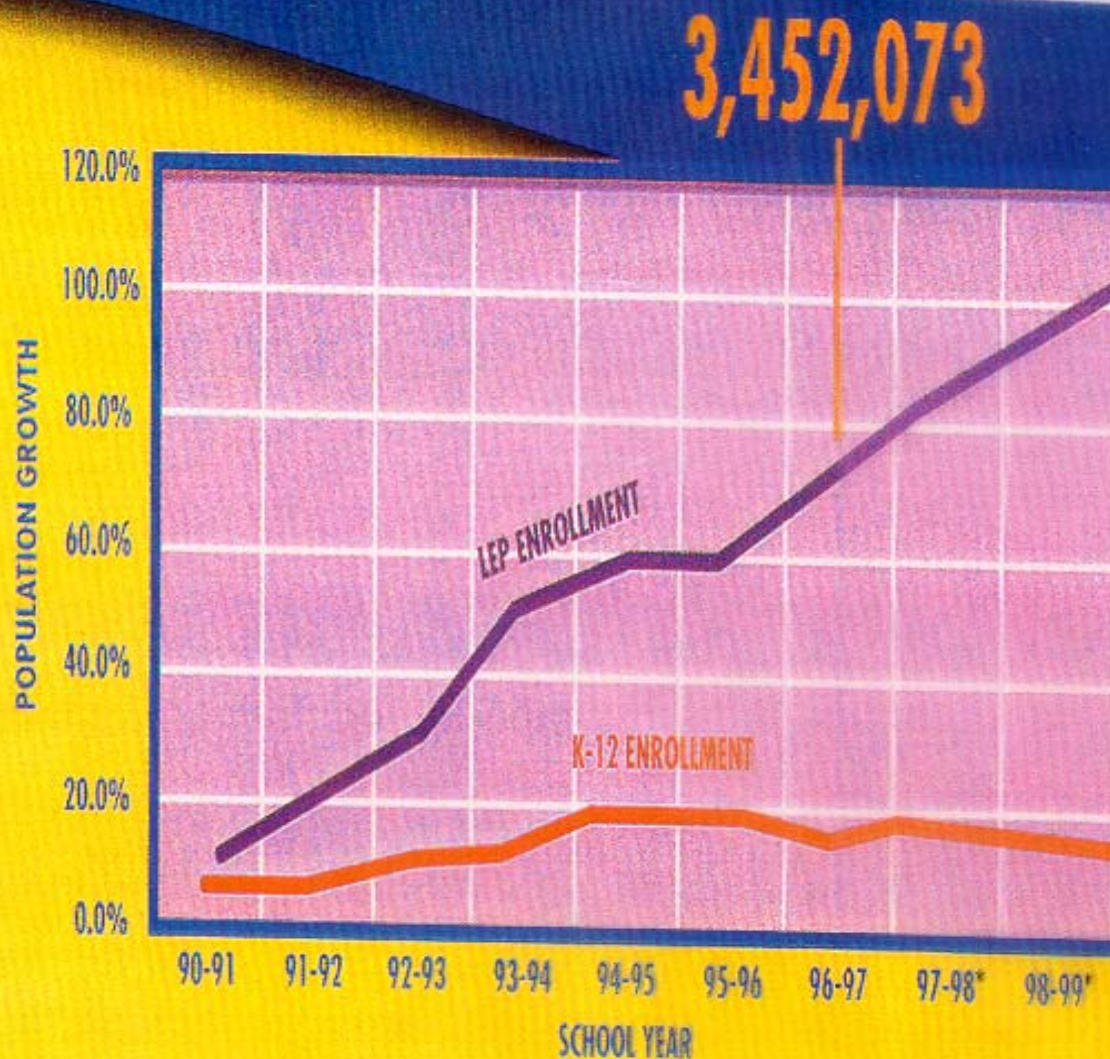
3,452,073

Year	LEP Enrollment	Growth Since 1989	Total K-12 Enrollment	Growth Since 1989
89-90	2,030,451		40,608,842	
90-91	2,198,778	8.3%	42,553,764	4.8%
91-92	2,429,815	19.7%	42,790,993	5.4%
92-93	2,620,747	29.1%	44,444,939	9.4%
93-94	3,037,922	49.6%	45,443,389	11.9%
94-95	3,184,696	56.8%	47,745,835	17.6%
95-96	3,228,799	59.0%	47,582,665	17.2%
96-97	3,452,073	70.0%	46,375,422	14.2%
97-98*	3,725,586	83.5%	47,085,936	15.9%
98-99*	3,937,291	93.9%	46,743,604	15.1%
99-00*	4,148,997	104.3%	46,139,064	13.6%

POPULATION GROWTH

120.0%
100.0%
80.0%
60.0% — LEP ENROLLMENT
40.0%
20.0% — K-12 ENROLLMENT
0.0%

90-91 91-92 92-93 93-94 94-95 95-96 96-97 97-98* 98-99*

SCHOOL YEAR

District ESL Program Chronology

School Year	District Enrollment	ESL Enrollment	# of ESL Teachers
1995-96	3469	140	0
1996-97	3453	233	0
1997-98	3385	309	1
1998-99	3413	379	5
1999-00	3412	441	12.5
2000-01	3404	432	12.6
2001-02	3458	479	11.5
2002-03	3526	475	12
2003-04	3462	464	13
2004-05	3532	479	13
2005-06	3477	490	14

Bowling Green City Schools Demographics
2005-06

	Enrollment	% Poverty	% ESL
Parker-Bennett-Curry Elementary	342	98%	45%
Dishman-McGinnis Elementary	254	95%	25%
T.C. Cherry Elementary	268	66%	12%
Potter-Gray Elementary	396	28%	6%
McNeill Elementary	384	20%	7%
Bowling Green Junior High School	780	55%	12%
Bowling Green High School	1044	43%	13%
Total Enrollment	3477	51%	14%

Students Speaking Foreign Languages in Bowling Green City Schools
FY06

- Afrikaan   1
- Albanian   23
- Bosnian   99
- Bulgarian   1
- Burmese   1
- Cambodian   12
- Chinese   4
- Creole   1
- French   2
- German   4
- Gujarati   4
- Hindu   4
- Hungarian   2

- Japanese   1
- Korean   7
- Laotian   8
- Palau   3
- Russian   7
- Shona   1
- Spanish   248
- Swedish   1
- Thai   3
- Turkish   2
- Urdu   1
- Vietnamese   41
- Other   9

Total Languages Spoken 25+
Total ESL/LEP Students 490

Spring 2003 – CTBS Reading Scores
Parker-Bennett Elementary and L.C. Curry Elementary
Exiting Primary Students

Subgroup	% Scoring Below 50th Percentile	% Scoring Below 20th Percentile	% Scoring Below 10th Percentile	Avg. Percentile for Each Group
ESL	100%	65%	30%	17.80
Special Ed.	89%	67%	22%	23.56
General Ed.	91%	26%	11%	29.03
All Exiting Primary Students	94%	44%	19%	23.46

Initial Challenges

- Multiple Languages
- Extreme Poverty
- School Climate
- High Stakes Accountability
- No Child Left Behind – AYP
- Fuzzy Practice
- Low Literacy
- Reform Overload

"We simply can't assign them all to special education."

Ruby Payne, 2001

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

Dr. Ron Edmonds

"We all wear the common garment of destiny."

Martin Luther King

"What you see in students depends on what you look for."

Richard Dufour

Solutions

Intentional Planning to:

- Raise expectations for student achievement among disparate groups

- Develop strong leadership teams at the school level

- Increase teacher and administrator accountability for student achievement for all students

Successful Initiatives in Bowling Green

- Explicit and relentless focus on evidence-based instructional practice

- Increased instructional focus on research based reading instruction Pre-K – 12

- School wide behavior management programs in all schools

- Emphasis on meaningful parent involvement

- Seamless continuum of supports for all learners and all teachers

- Focus on incremental changes

- Passion, persistence and patience

Explicit Focus on Effective Practice
Leaders as Chief Learners

Leadership Coaching for Capacity Building
- Districtwide Book Studies
- CIA Meetings
- Walkthrough Observations
- School Based Teams of Teacher Leaders
- Joint Professional Development – School Board, Administrators, Classified and Certified Staff
- New Teacher Academics
- Literacy Coaches
- Academic Coaches

Classroom Instruction That Works Research-Based Strategies
Robert J. Marzano

Instructional Strategy	Percentile Gain	Strategies
Identifying similarities and differences	45	T-charts, Venn Diagram, classifying, analogies, cause and effect links, compare and contrast organizers, etc.
Summarizing and note taking	34	Summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, sub/delete/keep, panorama view, shared summary, etc.
Reinforcing effort and providing recognition	29	High expectations, display finished products, praise students' effort, encourage students to share ideas, encourage risk-taking, honor individual learning styles, student conferencing, authentic portfolios, create a stress-free environment, etc.
Homework and practice	28	Data-driven homework, design homework policy, retell, recite, and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc.

Classroom Instruction That Works Research-Based Strategies
Robert J. Marzano

Instructional Strategy	Percentile Gain	Strategies
Linguistic and Nonlinguistic representations	27	Central idea graph, flow charts, cause and effect, time lines, generating mental pictures, pictographs, physical models, brainstorming webs, visual tools, kinesthetic representations, thinking process maps, etc.
Cooperative learning	27	Group engaged learning, rules of engagement, carousel, cube it, pass the pencil, circle of friends, jigsaw, integrate content and literacy through group engagement, shared reading and writing, plays, science projects, debates, group reports, language experience approach, multi-media use, etc.
Setting objectives and providing feedback	23	Set objectives, personalize objectives, communicate objectives, negotiate contracts, criterion-referenced feedback, assessment feedback, peer feedback, self assessment feedback, etc.
Generating and testing hypothesis	23	Systems analysis, student reflection, student discourse, problem solving, historical investigation, inventions, experimental inquiry, decision making, etc.
Questions, cues, and advance organizers	22	KWL and more, constructivist practices, cues, inferential and analytic questions, higher level of Bloom's Taxonomy, etc.

Classroom Walk-Through Model from Learning 24/7

T1-Teaching Objective and Learning Expectation (What students are to know and be able to do)	**T2-Target** (On target for grade level/course level)
T3-Taxonomy (Bloom's--Circle what you see or hear and list verbs under each level) **Knowledge**-drawing out factual answers, testing recall, and recognition; **Comprehension**-translating, interpreting, and extrapolating; **Application**-to situations that are new, unfamiliar or have a new slant for students; **Analysis**-breaking down into parts, forms; **Synthesis**-combining elements into a pattern not clearly there before; & **Evaluation**-according to some set of criteria, and state why)	**T4-Text/Materials** being used (use of resources) **Student Responses:**

IS-Instructional Strategies	**SE**-Student Engagement	**SLE**-Survey of Learning Environment

Reflection Question for Teacher:		
Teacher:	**Grade Level:**	**Content:**

Increased focus on scientific research based reading instruction pre-K-12

BGISD Literacy Initiatives

Preschool - Breakthrough to Literacy

Elementary - National Reading Panel Research
DIBELS on handhelds – every school
GRADE – Formative Assessment
       K-8 3 x year – with data study
Voyager – After School Tutoring
       (Reading/Math)
      - Research-based

Middle School - READ 180
GRADE – with data study
DRA – Lexile Study

High School - READ 180
DRA – Lexile Study

Breakthrough to Literacy: (Pre-K)

A research based and results based early literacy program
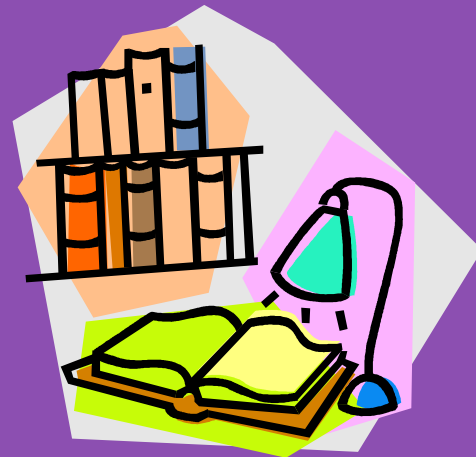
Breakthrough Curriculum

- Language Acquisition – grasping oral language
- Phonological/Phonemic Awareness – developing sensitivity to the sound structure of speech including blending and segmenting
- Vocabulary Development
- Literacy Experiences
- Print Awareness
- Sound/Symbol Relationships
- Alphabetic Principal
- Word Recognition

Five Essential Elements of Research Based Reading Instruction

- Phonemic Awareness - DIBELS

- Phonics - DIBELS

- Vocabulary - GRADE

- Fluency - DIBELS

- Comprehension - GRADE

National Reading Panel Report

Phonemic Awareness

What Students Need to Learn

- That spoken words consists of individual sounds or phonemes

- How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted)

- How to use their phonemic awareness to blend sounds to real words and to segment sounds in words to spell them

How We Teach It

- Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills (such as segmenting and blending)

- Link sounds to letters as soon as possible

- Use systematic classroom-based instructional assessment to inform instruction

Kentucky Department of Education

Phonics and Word Study

What Students Need to Learn

- Accurate and rapid identification of the letters of the alphabet

- The alphabetic principle (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word)

- Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, meaningful word parts, root words, affixes, etc.)

- How to apply phonics elements as they read and write

How We Teach It

- Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations

- Provide explicit instruction in blending sounds to read words

- Include practice in reading texts that are written for students to use their phonics knowledge to decode and read words

- Give substantial practice for children to apply phonics as they spell words

- Use systematic classroom-based instructional assessment to inform instruction

Vocabulary

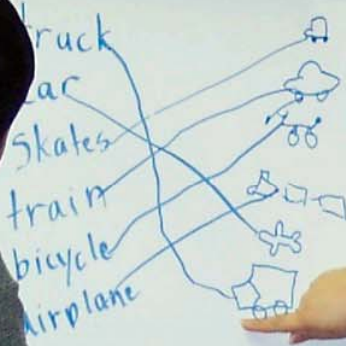## What Students Need to Learn

- How to apply a variety of strategies to learn word meanings

- The meanings for most of the words in a text so they can understand what they read

- How to make connections between words and concepts

- How to accurately use "new" words in oral and written language

Kentucky Department of Education

How We Teach It

- Provide opportunities for students to receive direct, explicit instruction in the meanings of words and in word learning strategies

- Provide many opportunities for students to read in and out of school

- Engage children in daily interactions that promote using new vocabulary in both oral and written language

- Enrich and expand the vocabulary knowledge of English language learners

- Actively involve students in making connections between concepts and words

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Paulette Bourgeois

Marc Brown

Rocks and Minerals

...moving
Tamb look leaf library
lettuce Lucero last La'Daniel leap
liking

truck
car
Skates
train
bicycle
airplane

Monday

Comprehension

What Students Need to Learn

- How to read both narrative and expository texts

- How to understand and remember what they read

- How to relate their own knowledge or experiences to text

- How to use comprehension strategies to improve their comprehension

- How to communicate with others about what they read

How We Teach It

- Explicitly explain, model, and teach comprehension strategies, such as previewing and summarizing text

- Provide comprehension instruction before, during, and after reading narrative and expository texts

- Promote thinking and extended discourse by asking questions and encouraging student questions and discussions

- Provide extended opportunities for English language learners to participate

- Use systematic classroom-based instructional assessment to inform instruction

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Comprehension

What Students Need to Learn

- How to read both narrative and expository texts

- How to understand and remember what they read

- How to relate their own knowledge or experiences to text

- How to use comprehension strategies to improve their comprehension

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Character: Mary

Setting: July in the morning

Beginning: Mary went
          blueberry picking

Middle: I started to rain and
        she was wet...

End: She a...

Problem:

AMAZING
SHARKS

RAIN FOREST

AS BIG AS A
WHALE

countries

Word Wall

Off to Adventure!
Reader's
Library

re Treasures
BE DISCOVERED

Fluency

What Students Need to Learn

- How to automatically recognize words (accurately and quickly with little attention or effort)

- How to decode words (in isolation and in connected text)

- How to increase speed (or rate) of reading while maintaining accuracy

How We Teach It

- Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents

- Match reading texts and instruction to individual students

- Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy

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Major Design Elements of BGISD Early Literacy Programming in All Schools

❏ 90 Minutes of Core Reading Instruction

*30 minutes of whole group, 20 minutes of guided reading, 20 minutes of skills instruction and 20 minutes of center based learning for every child

*30 additional minutes of supplemental reading instruction for students in the lowest quartile

*30 additional minutes of intensive intervention for those in the bottom 10%

03/07/2005

PBC Reading First Observation Protocol Revised 11/9/05

Observer: _____ Date: _____

Teacher: _____

Observed: Core   Supplemental   Intervention

Components: Phonics   Phonemic Awareness   Vocabulary   Fluency   Comprehension

FE: Fully Implemented   P: Progressing   IN: Intervention Needed   NS: Not seen

Weekly Objective:								
1.	Students have opportunities to have conversations and build vocabulary.							
2.	Students have time to read texts at their appropriate instructional level.							
3.	Wall displays, including word walls, are used regularly by teachers for teaching and by students for learning.							
4.	Literacy center activities are related to lessons previously taught within the core program.							
5.	Literacy centers have learning objectives displayed in child friendly language.							
6.	Students have opportunities to write as a response to reading.							
7.	Student work is displayed <u>in</u> the classroom.							
8.	The classroom library is organized, leveled and in use.							
9.	Tier II supplemental instruction is differentiated and recorded on the intervention log.							
10.	Tier III intervention includes flexible groupings based on data and recorded on the intervention log.							

We rely heavily on on-going assessment to continuously refine our efforts.

Reading Successes

- Support services are more focused and effective.

- Students not making progress have individual plans of instruction.

- Parent involvement activities are focused on literacy.

- Reading instruction is balanced covering the five components of reading.

- Reading instruction uses research based strategies.

Reading Successes

- Children are engaged during reading instruction
- Teachers are intentionally including opportunities for dialogue and language development activities in each lesson
- Teachers regularly engage in collaborative planning, studying assessment to adjust instruction
- Teachers monitor the progress of children on a regular basis

Children Are Reading!!!

Systemwide Supports for Character Education

"Make the goal high test scores and you get a majority of students who get higher test scores and a minority who are turned off by learning and school. Make your priority better human beings and you'll not only get better test scores, you'll get cooperative, self disciplined, creative and compassionate students with a real love of learning."

Eric Jenson, 2001

- Character Education (Guidance Curriculum)
- Mentoring
- Schoolwide Behavior Management (Sprick)
- Human Rights Commission Partnership
- Systemic Academics and Behavioral Interventions
- Celebration of Diversity

TRAIT	DEFINITION	MONTH	SCHOOL OR COMMUNITY EVENT	EMPHASIS
Citizenship	A commitment to community and country through law abiding behavior and community service	August	School year begins	Social responsibility Courtesy Service learning Doing the right thing Community
Responsibility	Accountability for one's own words and actions and dependability in carrying out one's obligations	September	Labor Day	Goal setting Study skills Decision making Personal safety Hygiene
Tolerance	Acknowledging that everyone is important and treating others as one would like to be treated	October	International Festival	Diversity Individual differences Harassment
Altruism	Motivation for the good of others rather than one's own gain	November	Thanksgiving	Courage Service projects Sharing
Kindness	Showing understanding of others by compassion, generosity, friendship and forgiveness	December	Christmas	Compassion Friendship Empathy Resisting peer pressure Bully proofing
Fairness	Acting justly and honestly in dealing with others and recognizing the uniqueness and value of each individual	January	Martin Luther King's Birthday	Decision making Conflict resolution Accepting consequences
Honesty	Having inner strength and integrity to be worthy of the confidence of others	February	President's Day	Friendship Self esteem Trustworthiness

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Elements of the Schoolwide Behavior Models

➢ Behavior is learned.

➢ Desired behaviors should be practiced.

➢ Desired behaviors should be taught.

➢ Desired behaviors should be consistently reinforced.

IT TAKES PURPLE PRIDE TO BE SUCCESSFUL

Be **P**repared
Show **R**espect
Have **I**ntegrity
Be **D**ependable
Show **E**ffort

BGJHS GUIDELINES TO SUCCESS
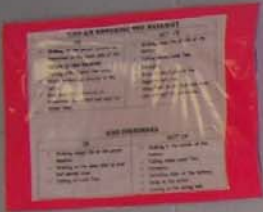
7TH GRADE EXPECTATIONS

BE RESPONSIBLE BY:
- Coming to class prepared with homework, binders, books and supplies.
- Being on time.
- Staying on task.
- Taking an active role in your education.

BE RESPECTFUL BY:
- Following all school rules and expectations.
- Following all classroom expectations.
- Following hallway expectations.
- Having an open mind.
- Taking care of school property.

BE ORGANIZED BY:
- Keeping your locker clean.
- Keeping your binders in order.
- Writing in your assignment notebook every class period.

BGJHS SCHOOLWIDE GUIDELINES

1. Be responsible
2. Always try your best
3. Cooperate with others (including students and staff)
4. Treat everyone with respect
5. Smile

Prepare yourself
Respond your time wisely
Responsibility counts
Participate in school activities
Learn something new every day
Earn respect
Smile

Support System Results

➤49% Decrease in Suspensions

➤81% Decrease in Detentions

➤32% Decrease in ALC Assignments

➤60% Decrease in Office Referrals

Meaningful Parent Involvement

"A school without parent involvement is like a bucket with a hole in it."

Jessie Jackson

Students with involved parents are more likely to:

- Earn higher grades and test scores and enroll in higher-level programs
- Be promoted, pass their classes, earn credits
- Attend school regularly
- Have better social skills, show improved behavior, adapt well to school
- Graduate and go on to post-secondary school

A NEW WAVE OF EVIDENCE: The impact of school, family and community connections on student achievement.
Southwest Educational Laboratory (2002)

Parent Involvement Efforts Linked to Student Learning

- Home visits from trained bilingual parent educators with similar cultural background

- Lending libraries that offer games and learning materials in the language of the family

- Discussion groups with other families about children's learning

- Classes on how to stimulate children's mental, physical and emotional development

Recognize and address specific parent and community needs.

- Provide childcare and transportation
- Provide interpreters
- Schedule workshops at times convenient for parents
- Encourage family members to send a substitute family member if parents cannot attend
- Provide kits, books and learning games for families to use at home
- Connect families to health and social services and other community services

Michelle

Khadim

don

Meet Mrs. Klotter's Class.

Conozca el salón de clases de la Maestra Klotter

Upoznaj učiteljice Klotter razred.

Lyric

EXCELLENCE <u>IS</u> WORTH THE EFFORT

- ➢ Six Bowling Green High School students achieved National Merit Scholarship semi-finalist status in the 2004-2005 school year

- ➢ Three of our elementary schools were recognized as Pacesetter Schools – with academic performance in the top 5% of all schools in Kentucky

- ➢ Graduating seniors received scholarship awards exceeding $3,000,000 each year for the past three years (Graduating classes are approximately 200 students each year)

- ➢ Scholarship awards exceeded $4,000,000 for the 2004 graduating class

- ➢ 19 of 19 AYP goals met for district

- ➢ All schools made AYP targets

"Don't call on others to reform your school. Do it yourself."

Richard DuFour